

EURR 4304 – EURR 5304
Europe and International Migration
Mondays, 11:35–14:25 (**in-person**)
Southam Hall 403

Instructor:

Dr. Martin Geiger Associate Professor, Politics of Migration & Mobility,
EURUS and PSCI, 3314 Richcraft Hall

Email: MartinGeiger@cunet.carleton.ca

Office hours: Wednesdays, 10:00–12:00; online (Zoom); other time slots, in-person meetings possible. Prior appointment required (by email, a few days prior to our meeting).
All email communication is to be via official Carleton university e-mail accounts, not personal emails.

Remarks:

First class: September **12** – **first in-person class, attendance required**
No classes: October 10 (Thanksgiving) – and – October 24 (reading week/fall break)
Last class: December **9** – please note, this is a Friday*!

I) Evaluation (at a glance):

1) EURR 4304 (and all other non-EURUS undergraduate students admitted to this class)

Literature research	5%	electronic submission by September 28, midnight (Ottawa time)
1:1 research briefing I	10%	by appointment between October 3 and October 17
In-class discussion of readings	10%	November 7, 14, 21, 28 or December 5
In-class presentation of research findings	20%	November 7, 14, 21, 28 or December 5
1:1 research briefing II	10%	by appointment between November 28 and December 9
Final research paper	30%	electronic submission by December 22, midnight (Ottawa time)
In-class participation	15%	throughout the term

2) EURR 5304 (and all other non-EURUS graduate students admitted to this class)

Literature research	5%	electronic submission by September 28, midnight (Ottawa time)
1:1 research briefing I	10%	by appointment between October 3 and October 17
In-class discussion of readings	10%	November 7, 14, 21, 28 or December 5
In-class presentation of research findings	20%	November 7, 14, 21, 28 or December 5
1:1 research briefing II	10%	by appointment between November 28 and December 9
Final research paper	30%	electronic submission by December 22, midnight (Ottawa time)
In-class participation	15%	throughout the term

* According to Carleton University and Faculty of Public Affairs regulations this is the official last day of class for EURR 4304/5304. On December 9, all Carleton classes follow a Monday schedule. This means that our class will take place twice in this respective week.

II) Course description

This course is taught **fully in-person** and follows the format of a **research-centered seminar** which provides students with the opportunity to conduct extensive literature-based research, to capture and synthesize existing knowledge, and to effectively disseminate research findings. Regular attendance, active participation and individual research efforts, including advanced, independent research of scholarly literature and other materials, as well as readiness to commit to teamwork and the format of student-led class session (*see further below and section V for more details*) will be required in this course.

International mobility, migration, refugee movements and other closely related issues (e.g., border security, irregular migration, trafficking) receive significant attention from policymakers, media and the public, particularly in the case of Europe. While focusing on Europe and the European Union (EU), this course will be cross-regional in scope, with particular reference given to countries directly or remotely neighbouring the EU.

The course starts on *September 12* by providing students with the skills necessary to conduct independent and extensive/in-depth literature research. *Weeks 2-4* will build foundational knowledge on migration and refugee issues; state, regional, and international/global approaches to migration and refugees; and will make students familiar with the so-called Europeanization of migration and refugee politics.

The course not only promotes and features student research, but also **student-led classes** which will be prepared by students and centered around readings selected by students and their presentation of individual case studies and research findings; the instructor will act as facilitator and critical moderator of these classes. At the beginning of the term, students will be assigned a case study (*themes I-IV, see class schedule*) and asked to start researching their case. Students will be required to initially identify and provide a minimum of two or three relevant literature sources relevant to their case *by September 28, midnight*. These resources will be reviewed by the instructor and assigned as mandatory readings for all students in *weeks 9-13 (see class schedule)*.

In this class, students are required to meet with the instructor individually on at least two occasions, and to provide him with updates on their ongoing research (1:1 research briefings). The first meeting will be held by individual appointment during the period *October 3–17*, while the second, and final meeting will take place between *November 28* and *December 9*. The course concludes with a take-home paper with the final submission deadline of *December 22, midnight*.

III) Learning objectives and outcomes

By the end of the course, students will be familiar with fundamental concepts and theories in migration studies. Focusing on the case of Europe and the EU, and selected source and destination countries of migrants and refugees, students will be trained in conducting advanced literature research, and compiling and condensing information. They will also learn how to develop and implement effective strategies to disseminate their research findings to students and other audiences.

More specifically, students will be able to identify different types of mobility and be competent in evaluating political strategies and responses of the EU, and individual member states in addition to relevant receiving and source countries as they relate to mobility and migration movements. Students will be able to evaluate the underpinning political causative factors and the implications of cross-border mobility and migration for individuals, societies, states, and the international system. This will help students justify their own informed positions with reference to human and migrant rights, state sovereignty, evolving governance structures beyond the state, and on the security and wellbeing of citizens and non-citizens. Students will be enabled to take part in academic and policy-oriented debates about migration, mobility and closely related themes and issues (including, for example, the current war affecting Ukraine and the Eastern European region), and the social and political effects of migration and mobility-related politics, as well as the future of migration and refugee governance in the European and global context.

Furthermore, students will be able to apply their newly acquired skills in presentation and knowledge mobilization, to test their new skills, to receive feedback, and to apply these skills and new knowledge in future classes, co-op or job placements, or other activities.

IV) Course readings

The sources which will be used in this class (mostly journal articles and book chapters) will be available for downloading, at no cost, through Carleton's library system (ARES), accessible from our Brightspace website at <https://brightspace.carleton.ca/d21/home/147959>. Required sources are listed in the following (*see course schedule*). The final syllabus posted online and distributed to students will include additional mandatory readings which are the result of student-centered research and will be selected and provided by students taking this class.

V) Detailed explanation of assignments and evaluation

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. **No grades are final until they have been approved by the Dean.**

Assignment 1:

Literature research

5% of final grade; electronic submission (MartinGeiger@cunet.carleton.ca) by September 28, midnight

On the first day of class, students will be assigned with an individual case study and provided with training on successful, independent, and in-depth/extensive literature research. In the following, they will be asked to conduct research on their case study, and to initially identify and communicate in writing to the instructor (*deadline September 28*) a minimum of two or three relevant literature sources relevant to their case. These sources will be reviewed by the instructor and then become assigned as mandatory readings for all students in *weeks 9-12 (see class schedule)*. Students will receive a grade equivalent to 5% of their final grade upon completion of their preliminary literature research and assessed according to the depth, rigour, and quality of their research. Grades will be available one week following the submission of all individual literature submissions.

Please note that all late submissions in this class will be subject to a **penalty of 3% of the assignment grade per 24 hours (not including weekends)**. Assignments will not be accepted later than seven business days after the due date. Exceptions to this policy will only be made for academic accommodations, as outlined below, or for medical or personal emergencies substantiated by official documentation. If you anticipate any problems, please approach the instructor as soon as you can and well in advance of the respective assignment.

Assignments 2 and 5:

1:1 research briefing I

10% of final grade; online, between October 3 and October 17, individual appointment

1:1 research briefing II

10% of final grade; online, between November 28 and December 9, individual appointment

Students will be asked to meet with the instructor individually on at least two occasions, and to provide him with an update ('briefing') on their ongoing research. The two mandatory '1:1 research briefings' will be held by individual appointment. At the beginning of the term, students will receive guidance and training on how to successfully prepare and conduct their research briefings. The first meeting will be held during the period between *October 3* and *October 17*, while the second, and final meeting will take place between *November 28* and *December 9*. One day prior to their individual meeting appointment, students will be expected to provide the instructor by email (MartinGeiger@cunet.carleton.ca) with a handout of one page (research briefing I) – of two pages for research briefing II – that summarizes their research progress, main findings, and literature used.

Students are expected to research the case study previously assigned to them (*class meeting 1, September 12*) by the instructor. The two 1:1 research briefings will provide students with the possibility to meet the instructor personally, and receive from him tailored feedback and guidance. Their handouts and in-person briefing of the instructor will be evaluated according to their level of preparation and the quality

and rigour of their research. Each research briefing will contribute 10% to the final grade. These partial grades will be available one week after all individual research briefings have been conducted.

Assignment 3 and 4:

In-class discussion of readings

10% of final grade; November 7, 14, 21, 28 or December 5

In-class presentation of research findings

20% of final grade; November 7, 14, 21, 28 or December 5

On the case which was assigned to them during the first meeting of the class, students will conduct their own extensive and independent literature research. After receiving training, guidance, and feedback from their instructor, they will be asked to prepare with other students together a student-led class session taking place on either *November 7, 14, 21 or 28*.

During these **student-led class sessions**, students will be expected to (1) lead the discussion of key texts previously selected by them and assigned for the respective class meeting as mandatory readings for all students (discussion of readings). Following the discussion of these readings, students will be (2) asked to share the research findings on their individually assigned cases (in-class presentation). The role of the instructor will be to accompany and lead the four student-led classes as facilitator and critical moderator.

For their in-class presentations, Students are expected to use different elements of knowledge dissemination and discussion facilitation and will be provided with alternatives to conventional slideshow presentations. The quality and rigour of their in-class input (preparation and discussion of their previously selected literature sources; presentation and discussion of their research findings) will be evaluated by the instructor and receive a grade contributing *10%* to the final grade (in-class discussion of readings) and another grade contributing *20%* to the final grade (in-class presentation of research findings). Grades will become available one week after all student-led class sessions have been conducted.

Please note that classroom teaching and learning activities, including discussions, presentations, etc., by both instructors and students, are **copy-protected** and remain the **intellectual property** of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s). Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute class/lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s). They are also not permitted to share the lecture material of the instructor of this course to students and other parties outside this course without prior written consent from the instructor.

Assignment 6:

Final research paper

30% of final grade; electronic submission by December 22, midnight (Ottawa time)

On the case which was assigned to them during the first meeting of the class, and their continued, independent research throughout the term, graduate students enrolled in EURR 5304 will be asked to write a final research paper of 4,000–6,000 words in length ('all in' i.e., including all footnotes/endnotes, citations, bibliography etc.) and submit it as a take-home paper by December 22, midnight (electronic submission by email: MartinGeiger@cunet.carleton.ca). Meanwhile, undergraduate students enrolled in EURR 4304 are expected to provide by *December 22 (midnight)* a shorter final research paper of 3,000–4,500 words in length ('all in'). Final papers should be submitted as PDFs and be free of spelling and grammatical errors. Research papers not addressing the case previously assigned by the instructor will receive a failing grade of *0%*. Further instructions on how to prepare, write, and submit the final research paper will be provided by the instructor during class sessions and during his 1:1 research briefing with students. The final research paper will contribute *30%* to the final grade. This partial grade becomes available to students at the end of the term when grading is completed.

Please take note of Carleton's policies on **Plagiarism**. Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

Carleton's [Academic Integrity Policy](#) defines plagiarism as "presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own." This includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations. Examples of plagiarism include, but are not limited to: any submission prepared in whole or in part, by someone else; using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment; using another's data or research findings without appropriate acknowledgement; and failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Assignment 7:

In-class participation

15% of final grade

Students will be evaluated on the basis of their regular attendance, and their active, constant, informed and thoughtful participation, as well the evidence of their preparation for class discussions. Students are expected to do all the mandatory readings and come prepared to each class. Not actively contributing, missing classes, late arrivals and early departures will cause students to lose marks or not pass the course. Students that cannot attend one or more of the class meetings for valid reasons (e.g., medical reasons) need to provide the instructor with valid documentation that justifies their absence (e.g., doctor's note).

VI) Course schedule, including mandatory readings and assignments:

September 12 (week 1)

Course introduction

- Course overview, structure and learning outcomes
- Requirements and assignments, grading and accommodations
- Assignment of case studies
- Applied research training: literature research; 1:1 research briefing; student-led class

September 19 (week 2)

Foundations: Migration and refugee studies

Mandatory readings:

- Mavroudi, E. & Nagel, C. (2016), "Making sense of global migration", in: Mavroudi, E. & Nagel, C., *Global Migration. Patterns, Processes, and Politics*, 1-27.
- Massey, D. S. et al. (1993), "Theories of international migration. A review and appraisal", *Population and Development Review* 19(3): 431-466.
- Castles, S., De Haas, H. and Miller, M. J. (2014), *The Age of Migration. International Population Movements in the Modern World*. Fifth Edition. New York and London: The Guilford Press Macmillan, 25-54.

September 26 (week 3)

Foundations: Migration and refugee politics

Mandatory readings:

- Castles, S. (2004), "The Factors that Make and Unmake Migration Policies", *International Migration Review* 38(3): 852-884.

- Mavroudi, E. & Nagel, C. (2016), "Refugees", in: Mavroudi, E. & Nagel, C., *Global Migration. Patterns, Processes, and Politics*, 118-150.
- Mavroudi, E. & Nagel, C. (2016), "Immigration Control and Border Politics", in: Mavroudi, E. & Nagel, C., *Global Migration. Patterns, Processes, and Politics*, 151-177.
- Mavroudi, E. & Nagel, C. (2016), "The Politics of Citizenship and Integration", in: Mavroudi, E. & Nagel, C., *Global Migration. Patterns, Processes, and Politics*, 178-204.

Submission by September 28 midnight: Assignment literature research
October 3–17: 1:1 Research briefings to be conducted (by individual appointment)

October 3 (week 4)

Europe's post-WWII migration history and the Europeanization of migration and refugee politics

Mandatory readings:

- Mavroudi, E. & Nagel, C. (2016), "Global migration in historical perspective", in: Mavroudi, E. & Nagel, C., *Global Migration. Patterns, Processes, and Politics*, 28-56.
- Betts, A. (2011), "Global Migration Governance", in: Betts, Alexander (ed.), *Global Migration Governance*, Oxford: Oxford University Press, 1-28.
- Geddes, A. (2014), "The European Union. Supranational governance and the remaking of European migration policy and politics", in: Hollifield, J. F. et al. (eds.), *Controlling immigration. A global perspective*, 433-451.
- Geiger, M. and Pécoud, A. (2013), "International organisations and the politics of migration", *Journal of Ethnic and Migration Studies* 40 (6): 865-887.

Invited class talk:

Dr. Steffen Pötzschke, Leibniz Institute for Social Science (GESIS), Mannheim, (Germany)

October 10 (week 5)
 Thanksgiving – No class meeting

October 17 (week 6)

1:1 Research briefings

- Literature identified and assessed
- Concept and preparations for student-led class/student presentation
- Research interests and concept for final research paper

October 24 (week 7)
 Fall Break – No class meeting

October 31 (week 8)

Invited class talk:

Karina Goulordava, PhD researcher, Koç University, Istanbul (Turkey)

November 7 (week 9)

Student-led class, in-class presentations I: EU and global policymaking on migration and refugees

- EU and global policymaking and implementation in the field of migration and refugees
- Interplay with, and involvement of member states, third states, international organizations, non-governmental entities, companies, and other actors

Mandatory readings:

- Readings provided by students (assignment 1), assigned as mandatory class readings, added to Brightspace.

November 14 (week 10)

Student-led class, in-class presentations I (cont'd): EU and global policymaking on migration and refugees

- EU and global policymaking and implementation in the field of migration and refugees
- Interplay with, and involvement of member states, third states, international organizations, non-governmental entities, companies, and other actors

Mandatory readings:

- Readings provided by students (assignment 1), assigned as mandatory class readings, added to Brightspace.

Student-led class, class presentations II: Selected origin and receiving countries

- Migratory situation: past and present
- Current political and social context
- Policy challenges and policy approaches

Mandatory readings:

- Readings provided by students (assignment 1), assigned as mandatory class readings, added to Brightspace.

November 21 (week 11)

Student-led class, class presentations II (cont'd): Selected origin and receiving countries

- Migratory situation: past and present
- Current political and social context
- Policy challenges and policy approaches

Mandatory readings:

- Readings provided by students (assignment 1), assigned as mandatory class readings, added to Brightspace.

November 28 (week 12)

Student-led class, class presentations III: Case studies Syria and Mediterranean Sea

- Migratory situation: past and present
- Current political and social context
- Policy challenges and policy approaches

Mandatory readings:

- Readings provided by students (assignment 1), assigned as mandatory class readings, added to Brightspace.

November 28–December 9: 1:1 Research briefings to be conducted (by individual appointment)

December 5 (week 13)

Student-led class, class presentations IV: Case studies Afghanistan and Ukraine

- Migratory situation: past and present
- Current political and social context
- Policy challenges and policy approaches

Mandatory readings:

- Readings provided by students (assignment 1), assigned as mandatory class readings, added to Brightspace.
- EURR 4304/5304: Reflection on learning process and main take-aways

December 9 (week 13)

1:1 Research briefings

- Literature identified and assessed
- Concept and preparations for student-led class/student presentation
- Research interests and concept for final research paper

Submission by December 22 midnight: Final take-home paper

APPENDIX

Covid-19 Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

Masks: Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

Student Mental Health

As a university student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

- **Carleton Resources:**

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

- **Off Campus Resources:**

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy accommodation: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

Religious accommodation: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

Accommodations for students with disabilities: If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more details, [click here](#).

Accommodation for student activities: Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who engage in student activities at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>. For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline.

Sexual Violence Policy

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. Survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support.

Submission and Return of Term Work

Papers must be submitted directly to the instructor according to the instructions in the course outline. The EURUS office will not accept assignments submitted in hard copy.

Grading

Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.